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Message from the Dean

Welcome to the School of Education Graduate Studies programs at Utah Valley University. Each year we look forward to welcoming a new cohort of graduate candidates and hope you will take advantage of the vast opportunities available.

The School of Education currently offers graduate degrees in over eight different emphases including Applied Behavior Analysis (ABA). Our exceptional faculty is here to guide you throughout your graduate experience.

Effective schooling in today’s complex profession requires exceptional professional preparation. UVU prides itself in being a leader in the state of Utah for teacher education. Our goal is to help you become a better teacher and leader through our curriculum and hands-on clinical practice to prepare you to work in your career field. At UVU we are confident we will provide exceptional learning opportunities and hands-on teaching experiences.

We have developed this handbook to help you understand the structure of the M.Ed. program; here, you will find information about our graduate courses and the university’s policies and procedures for completing requirements. We hope you will find it useful.

Welcome again, to Utah Valley University.

Sincerely,

Dean Parker Fawson, School of Education
Introduction

The M.Ed. program is guided by well-defined and appropriate educational objectives that differ substantially from undergraduate goals in their depth and complexity, and in their requirements for intellectual commitment and professional application. Graduate students are expected to have knowledge of, and be able to perform, the following skills:

- Plan Curriculum and design instruction to enhance student learning
- Engage and support all students in learning
- Assess and evaluate student learning
- Demonstrate professionalism to support student learning

UVU MASTER OF EDUCATION

Utah Valley University is a professional teaching institution which provides opportunity, promotes student success and meets regional educational needs. UVU is built on a foundation of substantive scholarly and creative work which fosters engaged learning. The university prepares professionally competent leaders of integrity who, as life-long learners, serve as stewards of a globally interdependent community.

In order to support the vision and mission of the university, UVU’s Master of Education Degree (M.Ed.) is designed to build the instructional skills and professional competency of teachers. The M.Ed. program seeks to connect the realms of educational research and classroom practice and enable participants to become more proficient in designing and implementing effective instruction using research-based strategies and curriculum design that best apply to specific teaching situations.

Accreditation

Utah Valley University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington.

Program Description

There are currently eight areas of emphasis for participants within the UVU Master of Education program:

1) **Applied Behavior Analysis** *(ABA)*
2) **Educational Technology**
3) **Elementary Mathematics**
4) **Elementary STEM**
5) **English as a Second Language** *(ESL)*
6) **Reading I**
7) Secondary Teaching
8) **Teacher Leadership**

*The Applied Behavior Analysis (ABA) emphasis will prepare students to work with individuals with Autism Spectrum Disorder (ASD) and other neurodevelopmental disabilities. The Behavior Analyst Certification Board, Inc. has approved the program’s practicum courses toward the experience requirements for eligibility to take the Board-Certified Behavior Analyst Examination. Applicants will need to meet additional requirements to fully qualify for this certification.*

**Indicates program coursework is provided to receive an endorsement on a current State of Utah teaching license. Coursework for endorsements are offered on a rotating schedule. Check with your advisor for availability.**

**M.Ed. Degree Requirements**

Completion of the Master of Education (M.Ed.) Degree requires successful completion of 30-36 credit hours of coursework within the following restrictions.

- All program requirements must be completed within five (5) years of the start date.
- At least 24 graduate-level credit hours must be completed at UVU. Students transferring to the M.Ed. program may only transfer coursework from regionally accredited institutions in the area of statistics, although a case-by-case review by the School of Education’s Graduate Procedures Committee may provide acceptance of three additional credit transfers.
- All courses must be completed with a grade of B- or better.
- Graduate project proposals for emphases other than ABA must be accepted by the Master’s Committee, Master’s Project Oversight Committee and the the SOE Graduate Director.
- The culminating Master’s project for emphases other than ABA will be evaluated according to the criteria on a rubric (see Appendix A) developed by the Master’s Project Oversight Committee. ABA final project portfolios will be evaluated by criteria developed by BCBA faculty (see Appendix B). Completion, defense and acceptance of a Master’s Project by your Advisory Committee and approval by the Master’s Project Oversight Committee and the SOE Graduate Director is required.
- Two printed and bound copies of an approved Master’s project must be submitted to UVU School of Education. Students in the ABA emphasis will submit their final project portfolio to the School of Education via Box storage.
- The Master of Education degree program requires successful completion of 30-36 credits.
  - Required core courses (12 credits)
  - Emphases classes (18 credits)
- Students transferring 12 endorsement credits are required to take 24 credits in the master’s program for a total of 36 credits, including successful completion of required courses (12 credits) and for the Teacher Leadership, Educational Technology, Elementary Math, Elementary STEM, Reading I or ESL option (18 credits)— must be successfully completed.
- The ABA emphasis currently includes 8 courses (24 credits of course work and 6 credits (4 semesters) of approved Practicum Experience (minimum of 1000 hours).

**Master of Education**  
**Course Schedule – Year One**  
*(no applied endorsement credits)*

### Summer 1 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (for all)</td>
<td>EDUC 6100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>EDUC 6320</td>
<td>21st Century Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6300</td>
<td>Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>ESL</td>
<td>EDUC 6350</td>
<td>Theories of Second Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6340</td>
<td>Methods of Second Language</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Math</td>
<td>EDUC 6500</td>
<td>Numbers &amp; Operations</td>
<td>3</td>
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<tr>
<td></td>
<td>EDUC 6540</td>
<td>Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6083</td>
<td>Digital Models of Inst.</td>
<td>3</td>
</tr>
<tr>
<td>Reading I</td>
<td>EDUC 6660</td>
<td>Assess &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6661</td>
<td>Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Elem. STEM</td>
<td>EDUC 6540</td>
<td>Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6780</td>
<td>Sci. &amp; Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Teaching</td>
<td>EDUC 6110</td>
<td>Applied Sciences</td>
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### Fall 1 Courses

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<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Core Courses (for all except ABA)</td>
<td>EDUC 6200</td>
<td>Master’s Project</td>
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<tr>
<td></td>
<td>EDUC 6910</td>
<td>Project I</td>
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<tr>
<td>Applied Behavior Analysis (ABA)</td>
<td>EDUC 6010</td>
<td>ABA Concepts, Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6020</td>
<td>Ethics &amp; Competencies</td>
<td>3</td>
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<tr>
<td></td>
<td>EDUC 6200</td>
<td>Master’s Project (ABA)</td>
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<tr>
<td>Secondary Teaching</td>
<td>EDUC 6920</td>
<td>Project II</td>
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</table>

### Spring 1 Courses

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<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td>Core Courses (for all except ABA)</td>
<td>EDUC 6920</td>
<td>Project II</td>
<td>1</td>
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<tr>
<td>Teacher Leader</td>
<td>EDUC 6330</td>
<td>Diversity Differentiation</td>
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<td>ESL</td>
<td>EDUC 6360</td>
<td>Multicultural Education</td>
<td>3</td>
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<tr>
<td>Elementary Math</td>
<td>EDUC 6510</td>
<td>Rational Numbers, Proportional Reasoning</td>
<td>3</td>
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<td>Ed. Technology</td>
<td>EDUC 6084</td>
<td>Universal Design</td>
<td>3</td>
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<tr>
<td>Reading I</td>
<td>EDUC 6662</td>
<td>Instr. Child Young Adults</td>
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<td>Elem. STEM</td>
<td>EDUC 6750</td>
<td>Energy in STEM</td>
<td>3</td>
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<tr>
<td>ABA</td>
<td>EDUC 6030</td>
<td>Develop &amp; Change Behaviors</td>
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## Master of Education
### Course Schedule – Year Two
*(no applied endorsement credits)*

#### Summer 2 Courses

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<th>Emphasis</th>
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<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses (for all emphases)</td>
<td>EDUC 6110</td>
<td>Applied Statistics</td>
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<tr>
<td>Teacher Leader</td>
<td>EDUC 6410</td>
<td>Contemporary Issues</td>
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<tr>
<td>ESL</td>
<td>EDUC 6370</td>
<td>Assess Second Language Learners</td>
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<tr>
<td>Elementary Math</td>
<td>EDUC 6520</td>
<td>Algebraic Reasoning</td>
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<tr>
<td>Ed. Technology</td>
<td>EDUC 6082</td>
<td>Design Produce Media</td>
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<td>Reading I</td>
<td>EDUC 6663</td>
<td>Content Area Literacy</td>
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<tr>
<td>Elem. STEM</td>
<td>EDUC 6760</td>
<td>Force in STEM</td>
<td>3</td>
</tr>
<tr>
<td>ABA</td>
<td>EDUC 6920</td>
<td>Project II (ABA)</td>
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#### Fall 2 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leader</td>
<td>EDUC 6310</td>
<td>Assessment Educ</td>
<td>3</td>
</tr>
<tr>
<td>ESL</td>
<td>EDUC 6380</td>
<td>Literacy &amp; Ling in ESL</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Math</td>
<td>EDUC 6530</td>
<td>Geo &amp; Measurement</td>
<td>3</td>
</tr>
<tr>
<td>Ed. Technology</td>
<td>EDUC 6080</td>
<td>Cogn Ed &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>Reading I</td>
<td>EDUC 6665</td>
<td>Reading Comp</td>
<td>3</td>
</tr>
<tr>
<td>Elem. STEM</td>
<td>EDUC 6770</td>
<td>Matter in STEM</td>
<td>3</td>
</tr>
<tr>
<td>Applied Behavior Analysis (ABA)</td>
<td>EDUC 6060</td>
<td>Adv Topics in ABA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6505</td>
<td>Functional Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 693R</td>
<td>Project III (ABA)</td>
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</table>

#### Spring 2 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (for all except ABA)</td>
<td>EDUC 693R</td>
<td>Project III</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>EDUC 6400</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
<tr>
<td>ESL</td>
<td>EDUC 6390</td>
<td>Family &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Math</td>
<td>EDUC 6550</td>
<td>Assess &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Ed. Technology</td>
<td>EDUC 6085</td>
<td>Digital Course Design</td>
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<tr>
<td>Reading I</td>
<td>EDUC 6666</td>
<td>Effective Writing Instr</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6664</td>
<td>Instr Imp Lit Dev</td>
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</tr>
<tr>
<td>Elem. STEM</td>
<td>EDUC 6790</td>
<td>STEM Practices</td>
<td>3</td>
</tr>
</tbody>
</table>
Endorsement Credits

Students who have already completed requirements and received an endorsement in ESL, Educational Technology, Elementary Mathematics, Reading I or Elementary STEM to their Utah teaching license may apply up to 12 earned credits toward a UVU M.Ed. degree. At least 24 graduate-level credit hours must be completed at UVU in order to fulfill requirements to receive an M.Ed. degree from UVU.

The following table outlines course options for students who are applying 12 endorsement credits.

<table>
<thead>
<tr>
<th>Summer 1 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>EDUC 6100</td>
<td>Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ESL Transfer</td>
<td>EDUC 6300, EDUC 6320</td>
<td>Curriculum Design, 21st Century Teaching &amp; Learning</td>
<td>3, 3</td>
<td></td>
</tr>
<tr>
<td>Math/ STEM/ Reading I Transfer</td>
<td>EDUC 6320</td>
<td>21st Century Teaching &amp; Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Tech Transfer</td>
<td>EDUC 6320</td>
<td>21st Century Teaching &amp; Learning</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Fall 1 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>EDUC 6200, EDUC 6910</td>
<td>Master’s Project, Project I</td>
<td>3, 1</td>
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<table>
<thead>
<tr>
<th>Spring 1 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>EDUC 6920</td>
<td>Project II</td>
<td>1</td>
<td></td>
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<tr>
<td>Math/ STEM/ Reading I Transfer</td>
<td>EDUC 6330</td>
<td>Diversity and Differentiation</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Summer 2 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>EDUC 6110</td>
<td>Applied Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ESL Transfer</td>
<td>EDUC 6410</td>
<td>Contemporary Issues</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math/ STEM/ Reading I Transfer</td>
<td>EDUC 6300</td>
<td>Curriculum Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Tech Transfer</td>
<td>EDUC 6410</td>
<td>Contemporary Issues</td>
<td>3</td>
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</table>
## Fall 2 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ESL Transfer</td>
<td>EDUC 630</td>
<td>Assessing Educational Practices</td>
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</tr>
<tr>
<td>Math/ STEM/ Reading I Transfer</td>
<td>EDUC 630</td>
<td>Assessing Educational Practices</td>
<td>3</td>
</tr>
<tr>
<td>Ed Tech Transfer</td>
<td>EDUC 630</td>
<td>Assessing Educational Practices</td>
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## Spring 2 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (for all emphases)</td>
<td>EDUC 693R</td>
<td>Project III</td>
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</tr>
<tr>
<td>Ed Tech Transfer</td>
<td>EDUC 6085</td>
<td>Digital Course Design Capstone</td>
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</table>

### Applied Behavior Analysis (ABA) Degree Requirements

ABA students have a unique opportunity to work with the Melisa Nellesen Center for Autism located at UVU. The center provides engaged learning opportunities with laboratory classrooms which operate as practicum site for some students in the ABA program.

UVU’s 30 credit, face-to-face graduate degree will prepare students to become practitioners of Applied Behavior Analysis (ABA) and to work with individuals with Autism Spectrum Disorder and other neurodevelopmental disabilities. This graduate program includes 8 courses (24 credits of course work and 6 credits (4 semesters) of approved Practicum Experience (minimum of 1000 hours).

### Admission Requirements and the Application Process:

Students will only be admitted one time a year as a cohort, following the Spring application process. All students in a cohort will begin taking ABA courses together their first summer, and they will take all of the same courses together. Students must have a minimum 3.0 cumulative GPA (last 60 credit hours) to be considered. Applicants should hold a Baccalaureate degree and complete the GRE in time to apply by January 31.

### Application Process

Applicants must complete all of the following requirements:

- Complete application online [here](#).
- Remit a nonrefundable $45 fee by check or money order (payable to UVU).
- Forward all official university transcripts.
- Respond to all admission essay questions.
• Provide three letters of recommendation submitted electronically or mailed from the writer directly to the UVU School of Education.
• Send official GRE test scores. GRE registration is available at www.ets.org/gre
• Submit TOEFL scores (only for applicants for whom English is a second language and who have not earned a degree in the United States).
• Attend an interview with the School of Education Graduate Committee. The application deadline is January 31. The School of Education reserves the right to accept applications beyond the deadline, if necessary, in order to achieve a full cohort of qualified applicants.

ABA Curriculum

The program can be completed in five semesters (including summers) with coursework typically being offered two days a week and Practicum hours occurring three days a week. Practicum sites are pre-approved by the Director and the Internship Coordinator.

The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
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<tbody>
<tr>
<td>EDUC 6010</td>
<td>ABA Concepts &amp; Principles</td>
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<td>EDUC 6020</td>
<td>Ethics &amp; Professional Competencies</td>
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<td>EDUC 6030</td>
<td>Developing &amp; Changing Behaviors</td>
<td>3</td>
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<td>EDUC 6040</td>
<td>Measuring &amp; Single Subject Design</td>
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<td>EDUC 6050</td>
<td>Functional Behavior Assessment &amp; Treatment</td>
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<td>EDUC 6060</td>
<td>Advanced Topics in ABA</td>
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<td>EDUC 6200</td>
<td>Master Project BCBA (Practicum &amp; Group Supervision)</td>
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<td>Project I (Practicum &amp; Group Supervision)</td>
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<td>EDUC 6920</td>
<td>Project II (Practicum &amp; Group Supervision)</td>
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<td>EDUC 693 R</td>
<td>Project III (Practicum &amp; Group Supervision)</td>
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<td><strong>Total Credits</strong></td>
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<td><strong>30</strong></td>
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<td><strong>7</strong></td>
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</table>
The ABA program is set up after a cohort model which means students will begin the program together and take courses with the same students throughout the program. This will help students to build their network of behavior analytic colleagues. Once admitted in the spring, all students are expected to take the 6100 Research methods course during their first summer.

Students who already have a Master’s degree in an approved Master’s (i.e., Psychology, Education, Applied Behavior Analysis) may complete the Approved Course Sequence and the Approved Practicum Experience. They must still apply to the program and provide evidence of their existing Master’s degree in order to register for courses.

**Practicum Requirements**

Students are required to complete 1000 supervised experience hours at an approved Practicum site. Students must accrue 18-20 hours per week in order to meet the 1000-hour requirement over four semesters. It is recommended that students accrue 20 hours per week for 16 weeks at their approved site. A supervisory period is one week. In order to count experience hours within any given supervisory period, superviseses must be supervised at least once during that period for no less than 7.5% of the total hours spent in Practicum. For example, 20 hours of experience would include at least 1.5 supervised hours. During the semester, students will receive one hour per week of group supervision at UVU and one hour of individual supervision at their approved Practicum site. Group supervision will consist of no more than 10 students per group and occurs as part of your Master Project courses.

<table>
<thead>
<tr>
<th>Field Practicum (max)</th>
<th>20 hours per week for 16 weeks x 4 semesters</th>
<th>1280 hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual supervision</td>
<td>45 minutes per week for 16 weeks x 4 semesters</td>
<td>48 hours*</td>
</tr>
<tr>
<td>Group supervision</td>
<td>50 minutes per week for 16 weeks x 4 semesters</td>
<td>53 hours*</td>
</tr>
</tbody>
</table>

*Approximate number of hours after four semesters.

Please keep in mind that you must interview with your Practicum site to be accepted for an internship. Please treat this as a serious job interview! Most Practicum sites prefer that students complete two semesters of Practicum at their site. If you are interested in getting experience at more than one Practicum site, we encourage you to talk with your faculty coordinator early on in your program to make sure that we can accommodate your request. Multiple experiences are encouraged. If you work for a company or school that provides behavior analytic services, it is possible that you could complete your Practicum at that site. This will be reviewed on a case by case basis.

**Tuition and Fees**
The ABA program at UVU is also one of the most affordable in the country and includes both course sequence and approved practicum. Some of the most frequently asked questions include:

1. **How much will this program cost?**
   The single per credit fee for graduate courses is $307. To help cover the cost of the Practicum hours, a course fee is associated with the six core BCBA courses (6010, 6020, 6030, 6040, 6050, 6060). The class fee for the 2018-2019 year is $400. The approximate cost of the coursework ($9210) and the Practicum ($3840) for two-year program is $13,050 (other fees may apply and rates are subject to change.)

2. **How much do books and online modules cost?**
The cost of textbooks varies from course to course. We try to have library copies on hand for students to use. All students must purchase the Cooper, Heward, & Heron (2007) as it is utilized in all courses. The estimated cost for textbooks used in the program is $650 (please remember this is only an estimate!).

3. **Is there financial aid available for this program?**
   Students may apply for financial aid and scholarships through UVU’s Financial Aid and Scholarship office.

4. **Is there a fee for the BCBA exam for certification after I complete my degree?**
The cost of the exam is $125.00. For information about the Exam please click [here](#). The examination is not offered at UVU. It must be taken at a site that is approved by the Behavior Analyst Certification Board. UVU does not collect fees for the BCBA exam or schedule the exam.

**Contact Information**

Jane Carlson, PhD, BCBA-D is the approved coordinator for the BCBA courses and can be reached at Jane.Carlson@uvu.edu (801) 863-5908.

For general questions about the Master of Education programs, please contact Mary Sowder at Mary.Sowder@uvu.edu (801) 863-6723.

**Graduate Certificate**

Individuals already holding an earned Bachelor’s degree in an area for which the Utah State Board of Education (USBE) offers a teaching license may apply for the Secondary Teaching Graduate Certificate. Applicants to the program must have completed coursework in one of the teaching major subject areas for secondary education approved by the Utah State Board of Education (USBE) prior to admission. Other requirements for admission to the Secondary Teaching Graduate Certificate program include the following:

- Verification of a bachelor's degree from an accredited university in a recognized content major (or with equivalent coursework) in a discipline taught in Utah secondary schools and for which UVU can recommend a secondary teaching license. Any coursework required by the Utah State Board of Education (USBE) for a content major must be
completed with a grade of C or higher prior to admission into the Secondary Teaching Certificate program.

- A cumulative GPA of 3.0 or a GPA of 3.0 for the last 60 credits of university coursework
- Passing scores from the Praxis II [subject-area test(s)] as required by the USBE.
- Successful completion of a background check through USBE.

Students choosing to complete their M.Ed. degree with an emphasis in Secondary Teaching will only be admitted to the Master of Education program upon completion of the Graduate Certificate in Secondary Teaching Program and/or with verification of an existing teaching license in secondary teaching. Students will not be admitted to this emphasis if they have not received their USBE Secondary Teaching license.

The Secondary Teaching Graduate Certificate and the related emphasis for Secondary Teaching in the existing Master of Education program are designed to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies required by the USBE for teacher licensure. Both will include the basic coursework and field experiences required of all teacher candidates for an initial teaching license, ensuring that competencies in both subject knowledge and pedagogy are met. All 18 emphasis credits earned in the Secondary Teaching certificate program can be applied to the M.Ed. emphasis in Secondary Teaching. The master’s program will also require completion of coursework in advanced pedagogy, teacher leadership, and educational research that are part of the M.Ed. degree program.

**Graduate Certificate in Secondary Teaching**

<table>
<thead>
<tr>
<th>Summer 1 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
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<td>21st Century Teaching and Learning</td>
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<tr>
<td>Secondary Teaching</td>
<td>EDUC 6081</td>
<td>Instruction and Curriculum in the Digital Age</td>
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<tr>
<td>Secondary Teaching</td>
<td>EDUC 6663</td>
<td>Content Area Literacy</td>
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<thead>
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<tr>
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<td>Classroom Management Practicum</td>
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<tr>
<td>Secondary Teaching</td>
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<td>Assessing Educational Practices</td>
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<tr>
<td>Secondary Teaching</td>
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<table>
<thead>
<tr>
<th>Spring 1 Courses</th>
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<td>Secondary Teaching</td>
<td>EDUC 6201</td>
<td>Teacher Performance Assessment Project</td>
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<tr>
<td>Secondary Teaching</td>
<td>EDUC 6203</td>
<td>Student Teaching in Secondary Education, Graduate Licensure</td>
<td>6</td>
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</table>
ACADEMIC PROCEDURES

Admissions

Requirements for admission to the M.Ed. program include:

• **Application for admission**
• Bachelor degree from an institution that is regionally accredited by one of the following:
  - Middle States Association of Colleges and Schools (MSA)
  - Northwest Association of Colleges and Universities (NACU)
  - North Central Association of Colleges and Schools (NCA)
  - New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)
  - Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC)
  - Western Association of Schools and Colleges/Accrediting Commission for Community and Jr. Colleges (WASC-Jr.)
  - Western Association of Schools and Colleges/Accrediting Commission for Sr. Colleges and Universities (WASC-Sr.)
• Graduate Record Examination (GRE) test scores
• GPA of 3.2 or better. (*A GPA of 3.2 or better for the last 60 hours of college or university credit will also be considered.*)
• A successful interview with the School of Education Graduate Screening Committee. The following elements are considered in the interview:
  1. Quality of communication skills
  2. Demonstrated potential to succeed in a rigorous graduate program
• Three professional letters of recommendation which provide evidence that the applicant has the potential to be a quality performer in a graduate-level academic program.

*Preference is given to individuals who have at least one year of successful teaching experience in grades K-12. A one-year internship counts as one year of successful teaching.*

Application Process

• Complete the graduate application (online or PDF).
• Pay the non-refundable application fee of $45.
• Submit ALL official college transcripts.
• Provide official Graduate Record Examinations* (GRE) scores from Educational Testing Service (ETS).
• Complete the given essay response(s) in the application.
• Provide three (3) letters of recommendation mailed directly from the reference to the School of Education.

*The UVU Career Development Center can help you prepare to take the GRE exam. For more information, please contact the Academic Counseling Center at acadcounseling@uvu.edu or 801.863.8425.*

Admissions information can also be found [here](#).
Please attach all documents to your online admission application. If you encounter any difficulty submitting documents online, please mail requested documents to the address provided below:

Utah Valley University  
School of Education – Graduate Studies  
800 W University Pkwy  
MS 126  
Orem, UT 84058-5999

You will receive an email when all the required information is received. After the application has been reviewed you will receive a letter with a determination of acceptance into the program.

Transfer of Credits

The School of Education Graduate Procedures Committee may require you to supply the catalog, bulletin, or course outlines from previous schools attended to assist in determining the transferability of specific courses. The Graduate Procedures Committee may apply credit based on relevance to the UVU M.Ed. degree program requirements and curricula.

UVU’s Transfer Credit Office uses a general education code system to aid in granting credit for courses not offered at UVU. Please refer to the current UVU Catalog for additional information when viewing the acceptance or denial of your transferred credits.

The following restrictions apply to transfer credits from another institution to the UVU M.Ed. degree program.

• Students transferring to the UVU M.Ed. program may only transfer nine (9) 6000-level credits from another regionally accredited institution.
• Twelve (12) credits earned at the 5000 or 6000 level in a UVU approved endorsement program may also be accepted as transfer credits.
• UVU School of Education Graduate office must approve any transfer credits. It is the students’ responsibility to provide all official transfer credits to the graduate office.
• All transfer courses taken on a quarter system will be converted to semester hours using a three to two ratio. For example, a three-credit hour course from a quarter calendar institution transfers to UVU as two semester credits.
• Coursework completed more than five years prior to enrollment in the UVU M.Ed. program is not accepted. Petitions for exceptions will be evaluated by the School of Education Graduate Procedures Committee based on relevance to the UVU M.Ed. degree program requirements and curricula.
• Transferred credits do not reduce UVU’s residency requirements. At least 24 credits must be completed at UVU.
• Transfer courses with grades below “B-” will not be accepted. Transfer courses are not calculated in your GPA. Transfer courses will not be accepted from other institutions for the purpose of posting duplicate courses already taken at UVU.
• UVU only accepts transfer credits from regionally accredited institutions. For regionally accredited institutions, please refer to the admissions section in this handbook.
• The School of Education Graduate Procedures Committee will evaluate credit from foreign colleges, universities and/or International Baccalaureate (IB) diplomas. International students requesting transfer of credit from foreign institutions of higher education must submit a transcript from an approved Foreign Credentials Evaluation Service. For a list of accepted services, please visit the Browning Administration Building, room 114.

Transfer of Credits Procedure

After you have been admitted to the UVU M.Ed. program, you should submit a request for transfer credit to the UVU School of Education, Graduate Office. Send official transcripts from prior institution(s) to:

Utah Valley University
School of Education – Graduate Studies
800 West University Parkway
MS 126
Orem, UT 84058-5999

Official Transcripts:
- Must be in a sealed envelope from the transfer institution and less than 6 months old
- Become UVU property after they are received and will not be given back
- When accepted as official by the School of Education Graduate Procedures Committee are automatically sent to the UVU Transfer Credit Office for evaluation and posting

Note: The average processing time of the transcript varies according to time of the year it is received and normally takes from 4-6 weeks.

Unofficial Transcripts:
UVU does not grant credit from an unofficial transcript. A transcript is considered unofficial if it:
- Is a copy
- Is faxed or received in an otherwise unofficial manner (unsealed envelope, etc.)
- Has a print date older than six months
- Has been opened prior to being submitted

Once UVU has received and evaluated a student's official transcript from another college, the student may find out how the credits have been accepted through UVLink. UVLink will display transfer credit that has been awarded up to the current date. Information included in the Transfer Credit Awarded section are the dates UVU received and reviewed your transcript(s), the school(s) you took the course(s) from, the course(s) you took at the other school(s), the grade(s) you received, and the equivalent(s) which UVU awarded for the course(s).

How to check awarded transfer credits in UVLink

1. Login to UVLink.
2. Click on the Student Tab.
3. Click on the Student Records link located in the Student Registration and Information Services section.
4. Click on the Transfer Credit Awarded link and your transfer credit information will be displayed. If you return to the Student Records menu, you can click on Wolverine Track to see how your credits apply to different degrees.
5. When finished, click Logout.

Tuition and Fees

Graduate tuition and student fees are established by the Utah State Board of Regents, and tuition is subject to change without notice. An up-to-date tuition schedule can be found online here. Tuition and fees are payable at time of registration.

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<th>Credit Hours</th>
<th>Tuition</th>
<th>Fees*</th>
<th>Total</th>
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*Approximate total cost of the Master of Education degree for resident students: $ 9,420.00

**Approximate total cost of the Master of Education degree with applied endorsement credits for resident students: $ 7,536.00

***Additional course fees are associated with the six specialized ABA courses (6010, 6020, 6030, 6040, 6050, 6060. The class fee for the 2018-2019 year is $400. The approximate cost of the coursework ($9,210) and the Practicum ($3,840) for two-year program is $13,050.

Please note: other fees may apply and rates are subject to change.

Financial Aid

Students can begin to apply for Financial Aid before they are admitted to the M.Ed. program. FAFSA forms can be filled out as early as January 1st. Please refer to UVU’s Financial Aid and
Scholarship Office for more information. If you have any questions about financial aid for graduate students, please visit the Financial Aid Office or click here for additional information.

**Full Time Status**

Many financial aid programs will require students to carry at least a half-time class load each semester. For graduate students, a full-time load is considered 9 credit hours and a half-time load is considered 4.5 credit hours.

Students enrolled in the M.Ed. program may apply for credits of independent study (for a total of 3 credits over the course of the program) in order to reach half time status during semesters in which they may not be enrolled in 4.5 credit hours. Permission must be granted by your Graduate coordinator in order to enroll in independent study.

**Course Drop and Refunds**

*After initial registration, students may modify their schedules by adding, dropping, or changing their class(es) to audit.* The Student Timetable specifies the time period when changes may be made. If assistance is needed when making class schedule changes online, students may contact the UVU Service Desk during regular business hours.

After the first week of class, students wishing to enroll in the M.Ed. program or classes must obtain instructor and department approval.

*Students may not attend classes in which they are not officially enrolled.*

**Full semester classes may only be added through the first three weeks of the semester.** Students may withdraw from full semester classes up to the end of the sixth week of the semester.

Any classes withdrawn from after the third week of a semester will receive a grade of “W” which will appear on your transcript as an official withdrawal. In order for a dropped class to not appear on your transcript, the class(es) must be dropped by the third week of the semester.

You may only withdraw from a course after the sixth week for extenuating circumstances and not solely due to academic difficulty. Withdrawing from a class after the sixth week requires the signature of the School of Education graduate program advisor.

*Please note: Changes to your schedule will adversely affect current and future financial aid, scholarships and/or refunds. See a UVU financial aid advisor before attempting to completely withdraw from school.*

**Administrative drop**

You may be dropped from classes by the administration if you fall under any of the following criteria:

1. Register but do not attend courses within the first three class meetings of a semester.
2. Register for courses but have not completed prerequisite coursework.
3. Neglect to pay tuition and fees for any given semester/term by the end of the fourth week. *Such changes to your schedule could affect financial aid, scholarships, and/or refunds.*
**Academic Probation**

The Graduate Procedures Committee has determined that students in the M.Ed. program (not including project classes) will use a standard procedure for students requesting incomplete grades.

**Incomplete Work**

- An incomplete grade (entered for whatever reason) will place the M.Ed. student on Stage One Academic Probation.
- All incomplete work must be completed and submitted to the instructor within one month of the last day of the term in which the incomplete grade was given. *Any student requesting an incomplete grade who does not finish or submits unfinished work will be referred to the Graduate Procedures Committee and may be assigned to Stage Two Academic Probation.*
- No student in the M.Ed. program may receive a second incomplete, unless it is approved by the Graduate Procedures Committee prior to the end of the term for which it is requested.

**Inadequate Academic Progress**

- Students receiving a grade below a B- in any M.Ed. course will be assigned to Stage One Academic Probation.

**Stage One Academic Probation**

- Once grades have been posted each term, students who did not receive a grade of B- or better will receive a notice letter from the graduate coordinator indicating they have been placed on Stage One Academic Probation. *The notice letter will outline the necessary steps to address the situation, including contacting the School of Education Graduate Coordinator to arrange a meeting with other members of the Graduate Procedures Committee to review any appeals by the student. The notice letter will list a date by which this contact should be made; failure to arrange for a meeting with the Committee in a timely manner may result in Stage Two Academic Probation.*
- The student must meet with members of the Graduate Procedures Committee to review reasons for the probation. The Graduate Procedures Committee will make recommendations for action based upon the information reviewed.
- The Graduate Procedures Committee may decide to rescind a student’s probation, outline further steps to remove the student from probation, require a student to retake an M.Ed. program course or request that the student be allowed to redo course assignments with permission from the instructor.
- The student may be moved to Stage Two Academic Probation if
a. S/he does not schedule a meeting with the Graduate Procedures Committee before the date requested in the Stage One student letter.
b. S/he fails to maintain adequate academic achievement for a second course in the M.Ed. program.
c. S/he fails to successfully complete the requirements outlined by the Graduate Procedures Committee by the date specified in the agreement.

**Stage Two Academic Probation**

- A student on probation may not register for any M.Ed. courses until both Stage One and Stage Two Academic Probation requirements have been resolved to the satisfaction of the M.Ed. Graduate Procedures Committee.
- The student on Stage Two Academic Probation will be entered into the UVU system for academic probation and will complete the university’s required workshop. Upon completing this workshop and any requirements outlined in the process for Stage One.
- Students failing to meet the requirements of Stage Two Academic Probation within a reasonable amount of time (as determined by the Graduate Procedures Committee) will be dropped from the M.Ed. program.
- If a student is dropped from the program, the student will need to meet again with the School of Education’s Graduate Procedures Committee prior to being readmitted into the M.Ed. program.

**Leave of Absence**

A leave of absence from the M.Ed. program is available for students with extenuating circumstances. In order to take a leave of absence, you must submit a request with the School of Education Director of Graduate Studies. You must also file a leave of absence with the university.

*To fill out a leave of absence form, please login to myUVU and complete the Leave of Absence application. You can also access the form [here](#).*

If your leave of absence is granted, you are still required to complete your graduate program within five (5) years of your initial enrollment into the program.

To resume your M.Ed. studies, you should submit a letter of intent to return to the School of Education Graduate Advisor. You will receive a letter confirming your return to the M.Ed. program from the Graduate Coordinator.

Please refer to the leave of absence [checklist](#) (PDF) for more information on what you should do for both the leave of absence and re-enrollment process. If you have any questions, please contact the leave of absence coordinator by email at leaveofabsence@uvu.edu.

**Repeated Courses**

No additional credit is given for repeating a course in which the initial grade was passing; unless, the course number for the course ends in the letter suffix “R” which is a course that is designed to be repeatable for credit i.e. an independent study course.
For duplicate courses, the most recent grade will be used in the calculation of the GPA. Successful completion of repeated courses is indicated on the student’s transcript. In order to provide a true and accurate academic history, all courses attempted—including repeated and withdrawn courses—will appear on academic transcripts.

Courses are not accepted from other institutions for the purpose of posting a repeat course already taken at UVU. Board of Regents’ policy requires that tuition for repeating a course more than once shall be charged at the full cost of the instruction unless the institution determines that the repetition is a result of illness, accident or other cause beyond the student’s control. The only exception to the Board of Regents’ policy is if the course is again prescribed by the student’s program of study.

ABA Master’s Project Portfolio

Participants in the ABA emphasis in the M.Ed. program must complete the practicum requirements listed under the, “Applied Behavior Analysis (ABA) Degree Requirements” section. For more information about ABA requirements, please contact Jane Carlson, PhD, BCBA-D, coordinator for the ABA courses, at Jane.Carlson@uvu.edu or (801) 863-5908

Final Portfolio Requirements

1. Supervision contracts: Signed contracts from ALL supervisors and documentation that supervisors were qualified to supervise during that period of time.
2. Supervision forms: Signed supervision forms documenting 1000 cumulative hours of practicum experience.
3. Signed Experience Verification Form: Required for application to sit for the BCBA exam, this form should be signed by ALL supervisors.
4. SAFMEDS: Cumulative record graphs of SAFMEDS completed during each semester of BCBA core courses.
5. BDS Modules: Screenshot of record of completion of BDS Modules assigned during the graduate program.
6. Case presentations: Portfolio should include 4 case studies, completed throughout the course of practicum. The first is a topic of the student’s choice, the second and third are case presentations of skill development programs, the fourth is a case presentation of a behavior reduction program, including an FA.
7. Ethics problem-based learning examples: 4 examples of problem-based learning based on the BACB Professional and Ethical Compliance code.
8. Literature Review: A 10-15 page paper (APA format) on either a common area of skill deficit and/or a skill building technique, demonstrating the ability to use peer reviewed literature to identify and describe “best available evidence.”
9. Single-subject Research Paper: A 10-15 page (not including graphs/tables) mock single subject design research project demonstrating the ability to develop a research question, describe the current literature, select and appropriate single-subject design, select measurement for the DV, IOA, IV integrity and social validity, describe methodology and results, and critically evaluate the study.
10. Model Functional Assessment: This paper will demonstrate the student’s ability to conduct a comprehensive functional assessment of problem behavior including direct and indirect functional assessment and experimental functional analysis. The paper will include an analysis and synthesis of functional assessment data and the use of that data to identify the variables controlling problem behavior.

11. Behavior Support Plan: Based on the outcome of the Functional Assessment (#11), students will develop a comprehensive behavior support plan that clearly reflects an understanding of the contextual and functional variables controlling the behavior, reflects contemporary best practice in the field, and adheres to the ethical guidelines of the BACB. The plan will include a mechanism to document staff training and to monitor the integrity of implementation.

12. Staff Training Project: Each student will develop a training package to build a core skill in a target population (ex., RBT, direct care staff, teaching assistants). The training will include appropriate behavior analytic measurement and training techniques, as well as tools to assess competent performance and skill maintenance.

Master’s Project

In addition to research assignments carried out as a part of M.Ed. coursework, the School of Education requires master’s candidates in all emphases except ABA to complete a final research-based thesis/creative project as culminating evidence of their scholarship at the graduate level. Before research begins, the research project must be approved by the Graduate Committee. All human subject research must also be approved by UVU’s Institutional Review Board (IRB). Students must also complete the “Student Researcher” certification through UVU’s Collaborative Institutional Training Initiative (CITI).

While research projects may be diverse in focus and content, a general rubric is provided by the School of Education which defines expectations of original content, appropriate design and structure, and reflective analysis. Additional content/project-specific requirements are recommended by your faculty chair.

Appointment of Supervisory Committee Members

Each student enrolled in UVU’s M.Ed. program will be appointed a committee of faculty members to oversee the progress of a final project. The successful completion of this project is required for you to obtain your M.Ed. degree. You will be required to defend both your project proposal and your final project before your committee members.

At the beginning of your second term in the program, you will be asked to request at least two (2) qualified UVU faculty members within the School of Education and/or across other departments to serve as your committee members. Requested faculty members should have expertise in your Master’s Project topic and should indicate a willingness to serve on your committee.

Your request should be submitted to the SOE Graduate Director who will officially assign committee members. After your committee has been appointed, you will be required to submit a formal acceptance to the SOE Graduate Director indicating your approval* of the appointed committee. Your formal acceptance should be submitted before the end of your second term.
Because UVU has a limited pool of faculty members available to assist on student committees, the members appointed may or may not be drawn from student requests. You have the right to appeal the selection of any committee member to the Graduate Coordinator.

Proposal Defense

Prior to beginning research, all M.Ed. research projects must be vetted by student’s faculty chair and presented to a graduate committee at a Proposal Defense Hearing for approval.

The following list provides information about the Proposal Defense Hearing:

1. Students are responsible for scheduling their proposal defense hearing. Students must submit their proposal manuscript to committee members at least two weeks prior to the meeting.
2. At the Proposal Defense Hearing, students may be asked to provide a detailed explanation of the work and answer questions about the rationale for the project and the methodology for the investigation.
3. Students are encouraged to use PowerPoint or other technological or visual aids as part of the presentation for the proposal defense meeting.

Proposal Evaluation

Following the defense meeting, the committee conducts a closed evaluation of the work.

The graduate committee will provide one of four evaluations of the proposed project:

1. Accepted. The proposed study may proceed as planned. Minor typographical or other editorial corrections may be required and should be made to the satisfaction of the committee. The student is permitted to begin the study.
2. Accepted with Modifications. The proposal requires minor changes in substance or major editorial changes that are to be made to the satisfaction of all members of the committee. The committee notifies the student in writing outlining the nature of the required changes, the date by which the changes are to be completed, consequences if the student fails to comply, and permission is given or denied to begin the study. Generally, the time limit to make changes is two weeks from the date of the defense.
3. Decision Deferred. The proposal requires substantial modifications. The committee notifies the student in writing outlining the nature of the required changes, the date by which the changes are to be completed, consequences if the student fails to comply, and permission is denied to begin the study. The revised proposal must be resubmitted to the committee and a defense of the proposal must be scheduled and completed. The reexamination of the proposal follows the same procedure as the initial submission.
4. Rejected. The proposal is rejected. The committee chair reports the reason for this decision in writing and advises the student about the suitability of developing a new proposal. This decision is made at the time of the proposal defense. Permission is denied to begin the study.
Upon approval of the proposed project, the student will ask his/her committee members and the Graduate Coordinator to sign a Proposal Approval form.

Two additional copies of the original form should also be made. The copies of the Proposal Approval Form should be used as follows:

1. Submit the signed original of this form to the Graduate Coordinator, along with a brief description/abstract (1 page) of the project recommended for approval.
2. Submit one signed copy of this form to his/her Committee Chair.
3. Keep one copy of this form for his/her records.

Approval of Graduate Research

All human subject research must be approved by UVU’s Institutional Review Board (IRB). Once a proposal has been approved, students should also submit an application to the appropriate school district office for research approval. Research conducted without approval is in violation of federal regulation/law and UVU policy.

The student will need to submit any research involving human subjects (e.g. students in his/her classroom) to the IRB for approval BEFORE the student begins observing and/or collecting data. The student will meet with his/her Committee Chair to write a proposal that the student will submit for approval but as the Principal Investigator (PI) for his/her research, THE STUDENT will be responsible for submitting all required documentation to the UVU IRB Administrator.

Please note: Seminary teachers with the Church of Jesus Christ of Latter-day Saints (LDS church) will also need to obtain approval for any research conducted with students in Seminaries and Institutes of Religion from the Research Information Division of the Correlation Department of the LDS church. The responsibility for obtaining this permission lies with the student and should be obtained before he/she proceeds with IRB approval.

IRB Information

The Institutional Review Board (IRB) is a committee mandated by federal law to protect the rights and welfare of human subjects participating in research activities. The IRB achieves this primary function by educating researchers. The IRB assesses the risks and benefits associated with a particular study so they can decide if the study is ethically and legally sound.

All research involving human subjects carried out by faculty, staff, or students of Utah Valley University is under the review and approval jurisdiction of the IRB. Specific IRB paperwork must be submitted before research can be approved, and approval must be obtained before the research (data collection) can begin.

Before IRB paperwork is started, the researcher(s) should have been through the preparatory research stages and outlined specific plans and methodologies. For the UVU Master of Education program, graduate student researchers must have had their proposal defended and approved prior to submitting an application to the IRB. Master’s students who are pursuing investigations as Seminary teachers for the Church of Jesus Christ of Latter-day Saints must provide the church leadership with a letter of intent, in the form of an abstract, prior to completing their research proposal.
After these initial steps are taken, applicants begin filling out the IRB paperwork available on UVU’s [IRB website](#). If possible, researchers should type in the information on the Word versions of the forms, rather than handwriting on the PDF versions. *Please note that the principal investigator for student research is the graduate student, but the co-investigator must be a faculty member.* Graduate students in the Master of Education degree program should follow these guidelines for completing their IRB application:

- Investigators should also attach a blank copy of the *informed consent* form or letter (see examples on UVU’s IRB website) for adult participants. (This is used to obtain permission from participants to willingly take part in your research). If your participants are minors, you will need to attach a copy of a *parental consent* letter. If young participants are capable of understanding the implications of participation, then the investigator should also include with the application a blank *letter of assent* for minors.

- In addition to the IRB application form and forms of consent, investigators should attach a blank copy of any research instruments (surveys, interview questions, etc.) used to collect data for the study.

- If the research will be conducted in a specific organization, an email or letter from the primary contact in each organization must be obtained specifying that the organization agrees to participate. For example, if the investigator will be examining the effect of standardized testing on the attitudes of first graders toward school, a letter from both the school site administrator AND the appropriate school district must be included in order to confirm their agreement to participate in the study and to acknowledge expectations for the organization and prospective participants. Information about how to complete this process may be accessed at the website for each district. (See also the IRB site for further details).

- The IRB application with signatures, the instrument(s), and the letter(s) of consent/assent should be sent to the IRB. If the research is categorized as expedited, then three members of the IRB will review the proposal. If approved, then the IRB Chair will sign the proposal form and send a confirmation of approval back to the Principal Investigator for their record. If the research requires full board review, then a quorum of the IRB members will meet to review the proposal. If approved, then the IRB Chair will approve the proposal and send a confirmation of approval notice back to the Principal Investigator for their record.

- A copy of the approval letter, usually in the form of an email from the IRB, must be forwarded to the SOE Director of Graduate Studies.

- After an application packet is submitted and approved, revisions may be requested by the IRB. If small changes are requested, it is expected that researchers resubmit only the form or document in question. If minor changes are requested by IRB for expedited and full board review projects, the IRB Chair can give his/her approval to proceed to data collection without further board member review. If the changes are substantive, the application may require a second review by a select number of board members or may need to be taken back to a quorum of the full IRB for a second time.

- Once the IRB Chair has approved the research proposal, investigators can start their research and begin to collect data.

The [UVU IRB](#) website provides all the information needed to take the IRB training and submit protocols for approval.
Collaborative Institutional Training Initiative (CITI)

All students who will be involved in human subjects’ research at UVU are required to complete the "Student Researcher" certification on the Collaborative Institutional Training Initiative (CITI) website. It should take approximately one hour to complete. This will provide important information for the student to become a professional and ethical researcher. There are two required modules:

• Belmont Report and CITI Course Introduction
• Students in Research (SBR)

The UVU IRB will be notified when the student has completed the training.

Academic Misconduct in Research

Each student is expected to maintain academic ethics and honesty in all its forms, (see the UVU Student Rights and Responsibilities policy) including, but not limited to, cheating and plagiarism as defined hereafter:

1. Cheating - is the act of using (or attempting to use) or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, providing examination answers or taking examinations for someone else. Cheating also includes preparing or copying another’s academic work.

2. Plagiarism - is the act of appropriating any other person's or group's ideas, work (written, computerized, artistic, etc.) or portions thereof and passing them off as one's own idea’s or work in any academic exercise or activity.

3. Fabrication - is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:
   a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
   b. Listing sources in a bibliography not used in the academic exercise.
   c. Submission of a paper, thesis, lab report or other academic exercise with falsified, invented, fictitious data or evidence, deliberate concealment or distortion of the true nature, origin, or function of data and/or evidence.
d. Submitting as your own any academic research prepared totally or in part by another.

**School and District Research Approval**

As indicated in the IRB section, you will also be required to request approval for conducting your research from the district and the school in which you are performing research. Most local school district’s personnel DO NOT APPROVE ANY requests for research during the first and last 30 days of their school calendars. Please be respectful of district timetables and guidelines. To request approval:

1. Complete and submit the necessary UVU IRB forms to the UVU IRB committee—these forms can be found online [here](#)—along with copies of your informed consent letters (if needed).
2. When the research project is approved by the IRB committee, you will receive a letter of provisional approval.
3. Once you receive provisional approval from the IRB, you should submit the letter of provisional approval to the school district’s director of research.
4. After review from the school’s director of research, you should receive written permission from the school district and from the school site administrator (e.g. the principal) stating you have permission to conduct research in the school district and school.
5. Submit the written permission document from the school district and school to the UVU IRB committee.
6. The last step will be to submit a copy of your UVU IRB approval letter and the research application form to the school district.

Specific contact information and application forms for local school districts can be found on the table below.

<table>
<thead>
<tr>
<th>School District</th>
<th>Contact</th>
<th>Applications</th>
</tr>
</thead>
</table>
| Alpine         | David Mower  
Director, Research and Evaluation  
(801) 610-8464  
dmower@alpinedistrict.org | Guidelines and application form(s). |
| Canyons        | Hal Sanderson, Ph.D.  
Director of Institutional Research and Assessment  
(801) 826-5090  
hal.sanderson@canyonsdistrict.org | Procedures and application form(s). |
| Granite        | Submit applications to:  
Todd Braeger  
Director  
2500 S. State Street, D215  
Salt Lake City, UT  84115  
(385) 646-4521  
tjbraeger@graniteschools.org | Application form(s).  
For more information, contact:  
Kathy Bailey  
Administrative Assistant  
(385) 646-4541  
kbailey@graniteschools.org |
Once you have completed your master’s project, you will need to schedule your Project Defense Hearing. You should submit the project manuscript to committee members at least two weeks prior to your scheduled hearing.

The Project Defense Hearing differs from the Proposal Defense Hearing in length, presentation requirement and the audience present.

The Project Defense Hearing requires a presentation (30-40 minutes) about the project and research and is followed by an oral examination with questions from the committee. Students are encouraged to use PowerPoint or other technological or visual aids as part of the presentation for the defense meeting.

During the defense meeting, students will likely be asked by the Graduate Committee to answer detailed questions about the rationale of the project and the methodology chosen for the investigation. The project defense will most likely include questions about the analyses and interpretation of the data and about the discussion of any implications and/or limitations of the research.

The project defense meeting may be open to the public during the presentation and questioning. Non-committee members have the opportunity to ask the student questions following completion of the Graduate Committee questions.

Following questions, committee members will dismiss both the student and the audience and will conduct a private evaluation of the work. The committee will then make one of the following four decisions:

**Project Defense Hearing**

Once you have completed your master’s project, you will need to schedule your Project Defense Hearing. You should submit the project manuscript to committee members at least two weeks prior to your scheduled hearing.

The Project Defense Hearing differs from the Proposal Defense Hearing in length, presentation requirement and the audience present.

The Project Defense Hearing requires a presentation (30-40 minutes) about the project and research and is followed by an oral examination with questions from the committee. Students are encouraged to use PowerPoint or other technological or visual aids as part of the presentation for the defense meeting.

During the defense meeting, students will likely be asked by the Graduate Committee to answer detailed questions about the rationale of the project and the methodology chosen for the investigation. The project defense will most likely include questions about the analyses and interpretation of the data and about the discussion of any implications and/or limitations of the research.

The project defense meeting may be open to the public during the presentation and questioning. Non-committee members have the opportunity to ask the student questions following completion of the Graduate Committee questions.

Following questions, committee members will dismiss both the student and the audience and will conduct a private evaluation of the work. The committee will then make one of the following four decisions:
1. **Accepted**: The project may require typographical or minor editorial corrections to be made to the satisfaction of the committee. Following any minor corrections, the project is ready for publication (printing and binding).

2. **Accepted with modifications**: The project requires minor changes in substance or major editorial changes which are to be made to the satisfaction of members of the committee. The committee notifies the student in writing outlining the nature of the changes required, the date by which the changes are to be completed and the consequences if the student fails to comply. *Normally, any changes should be completed within two weeks from the defense date.* Some changes, such as rewriting or reorganizing segments of the preliminary chapters, may be required before submission of the final manuscript. The student must resubmit the manuscript to the chair for final approval before it may be published (printed and bound).

3. **Decision deferred**: The project requires modifications of a substantial nature, the need for which make the acceptability of the project questionable. The committee's report contains a brief outline of modifications required, the date by which the changes are to be completed, and the consequences if student fails to comply. The revised project must be re-submitted to the committee for re-examination. The re-examination will generally follow the same procedures as the initial submission.

4. **Rejected**: The project is rejected. The committee chair reports the reason(s) for this and advises the student on suitability for conducting a subsequent study. The decision to reject a project defense is made at the time of the examination and the student must be informed of the decision. If there is a split decision on acceptation or rejection, the majority will carry the decision.

Your final project must also be approved by the Project Oversight Committee and the Graduate Coordinator. At the time of your final defense, you will ask your committee members and the Graduate Coordinator to sign your **Final Project Approval form**. You will need three (3) copies of the signed form.

1. Submit the **signed original** of this form to the Graduate Coordinator.
2. Submit one signed copy of this form to your Committee Chair.
3. Keep one copy of this form for your records.

**Printing and Binding Your Final Project**

The student is responsible for printing and binding the project manuscript. Two hard-bound copies are **required**, one for the School of Education and one for the UVU Digital Learning Center (library). *You may produce as many personal hard-bound copies as you desire.*

The IRB certification and all approval letters from districts, etc., must be included in the appendices.

**You must also submit a digital copy of your final project manuscript to the UVU Library Digital Collections. To do this, you should:**
1. Download, read and sign the online form requesting permission to add the master’s project to UVU’s digital library collections.

2. Submit a PDF (or Word) copy of your final project and send any audio or video files you may have included in your project to Catherine McIntyre, at mcintyca@uvu.edu.

Any further questions about submitting a digital copy to the library should be directed to Catherine McIntyre at mcintyca@uvu.edu or (801) 863-8821.

UVU Library & Archives, LI 302
UVU Library, Mailstop #145
800 W. University Pkwy.
Orem, UT 84058

How to Print and Bind Your Final Project Manuscript

After you have made the revisions (if any) suggested by the Graduate Committee at your Project Defense Hearing, your committee chair will review the final draft of your project manuscript before publication (printing and binding).

Upon approval by your committee chair you will print and bind three final manuscripts. Once binding is complete, you should deliver two bound copies to the School of Education and keep one bound copy for yourself.

1. Print the Final Manuscript

You are required to make THREE (3) clean copies of your final draft using ONLY the approved paper: Cougar Opaque Offset, 98 Bright, 70 lb. To print:

   a. You may send a digital copy (pdf) of your final draft to a UVU printing center and print three copies (single sided) on the approved paper listed above.

   b. You may print your own three copies (single sided) using only the approved paper listed above) on a laser printer. Paper is available for purchase at any UVU printing center.

2. Bind the Final Manuscript

You should take all three clean copies of the printed manuscript to Schaffer Book Binding in Salt Lake City. Inform Schaffer Book Binding you are in the UVU Master’s in Education Program and you want color #490 and gold stamping. The binding cost is typically $26.50/ book for three books. Binding usually takes two - three weeks.

Schaffer Book Binding
1608 South, 300 West
Salt Lake City, UT 84115-5108
(801) 463-1051

3. Deliver the Bound Manuscript
When your books are ready for pickup, you should deliver two copies of the book to the UVU School of Education Graduate Coordinator. The Graduate Coordinator will deliver one copy to the UVU Library. You should keep the third copy of the book for yourself.

*Please Note: You will not receive your Master of Education diploma until two copies of your bound manuscript are delivered to the School of Education.*

**Graduation**

Prospective graduates must complete the online Graduation Application via Wolverine Track in myUVU and pay the graduation application fee before they may graduate. *Students will be required to fill out an additional exit survey from the School of Education.*

Students will also be required to provide all transcripts (including from other colleges or universities) prior to graduation. Transcripts do not have to be received prior to completing the graduation application but must be received before degrees may be awarded.

**To access the Graduation Application via Wolverine Track in myUVU:**

1. Log in to myUVU.
2. Click on the Student Records Menu link (located on Home and/or Student tabs).
3. Click on the Wolverine Track link to launch Wolverine Track.
4. In the new Wolverine Track window, click on the ‘Apply for Graduation’ link (located under Degree Progress bar—the row should be highlighted in yellow).
5. In the new Graduation Application window, read and answer all text and questions provided on each page.
6. Pay the application fee.
7. When finished, log out of Wolverine Track and close the Graduation Application and Wolverine Track windows.

**After completing the application, check your UVLink e-mail for three e-mails:**

1. Payment confirmation (received immediately)
2. Copy of the graduation application (received immediately)
3. Confirmation from the graduation office after they have reviewed and accepted - or not accepted - your application (received within 1-2 weeks).

If you did not receive any e-mails, you should contact the Graduation Office immediately. *If you submitted multiple applications, you should have received three emails per application.*

The graduation office will notify students in the confirmation e-mail of any requirements listed in the My Grad Track Audit that the student has not yet completed. It is the student's responsibility to complete all requirements during the semester the student is applying for.
graduation. Graduation requirements may be listed on the graduation application, associated audit or sent by e-mail(s) from the graduation office.

Graduation Deadlines

<table>
<thead>
<tr>
<th>Semester</th>
<th>Application Deadlines</th>
<th>Requirement Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>First Friday in February</td>
<td>May 31</td>
</tr>
<tr>
<td>Summer</td>
<td>First Friday in June</td>
<td>September 15</td>
</tr>
<tr>
<td>Fall</td>
<td>First Friday in October</td>
<td>January 15</td>
</tr>
</tbody>
</table>

All graduation requirements must be fully completed during the semester the student is applying for graduation. All requirements must show as complete in Wolverine Track (or be received at UVU for processing) by the requirement deadline.

Requirements for graduation include, but are not limited to:

- The student has completed all coursework and receive a passing grade for the current semester.
- Incomplete 'I' and missing 'M' grades are appeased
- Grade changes have been submitted
- Other Non-UVU (transfer) credits have been provided
- A Project Defense of the student’s master’s project has been given and accepted by the Graduate Committee.
- Printed and Bound copies of your Master’s Project have been delivered to the School of Education, Graduate Coordinator. You will not receive your Master of Education diploma until two copies of your bound manuscript are delivered to the School of Education.

Students will not be allowed to graduate until all requirements are fulfilled. Failure to comply with any requirement(s) will cause the student's graduation to be declined until a future date. Students who do not meet requirements for graduation during the semester in which they apply, must reapply for graduation at a later date and pay the graduation fee.

Cost of Graduation

There is no cost to attend commencement and/or convocation. However, students or graduates participating in the ceremonies may have the following related expenses:

- UVU REQUIRES students to wear a black cap & Master’s gown with green stole in order to participate in the graduation ceremony.
- UVU also requires students to wear the Master of Education Hood
- Graduate Degrees cost approximately $72

Diplomas are NOT distributed during the ceremonies. For information regarding when/where you will receive your diploma, please refer to UVU’s graduation website.
Student Rights and Responsibilities

UVU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age (40 and over), disability status, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other bases protected by applicable law in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

To see a complete explanation of your rights and responsibilities as a UVU student, please see the UVU Student Rights and Responsibilities policy.

RESOURCES & SERVICES

Advisement

Our graduate advisor can help you with registering for our M.Ed. classes or for guidance as you progress through the program. You may contact our Graduate Advisor, Rick Dumont, at dumontri@uvu.edu or (801) 863-8217 for help.

myUVU

UVU's secure single sign-on portal for students, faculty and administrative staff to access authenticated online resources and services is myUVU. Through myUVU you can:

• Register for classes
• Pay for your tuition
• Check grades
• Check financial aid status
• Access myUVU e-mail
• Login to the Blackboard Course Management System (Canvas)
• Receive UVU announcements and information about upcoming events

Financial Aid & Scholarships Office

The Financial Aid and Scholarship Office is located in the Browning Administration Building (BA 105). Office hours are:

Monday, Friday: 8 a.m. - 5 p.m.
Tuesday, Wednesday: 8 a.m. - 6 p.m.
Thursday: 9:00 a.m. - 5:00 p.m.

The Financial Aid and Scholarship Office can help you with:

• Submitting admissions applications
• Obtaining transcripts or other academic records
• Purchasing student parking stickers
• Obtaining financial aid & scholarship information
• Paying tuition and other fees
OTHER

Student ID

Your student ID is also known as your UV ID. The UV ID card is a non-transferable ID card which allows you to:

- Access the Testing Center & Library
- Use athletic equipment
- Participate in student activities or campus events
- Make campus purchases using GreenBucks
- Use UTA transportation (activation is required)

All students receive their first ID card for FREE! Replacement cards (needed for any reason other than natural wear and tear) are $15. *Only the cardholder may use the UV ID card for purchases, access and other privileges.*

Parking

You will need to obtain a parking permit at One Stop or online from Parking Services at. You must have a current student permit if you park your car in the lots around the Education Building and you must park only in student parking areas. Click here for a map of the parking lots at UVU.

Library

The UVU Library is located across the street from the Education building. You can access tutorials to help you learn how to use the library’s resources here.

<table>
<thead>
<tr>
<th>Library Hours</th>
<th>Monday - Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7:00 AM - 12:00 AM</td>
<td>8:00 AM - 7:00 PM</td>
<td>1:00 PM – 9:00 PM</td>
</tr>
</tbody>
</table>

Computer Labs

In addition to the two computer labs in the McKay Education Building (rooms 101c and 101d), there are open computer labs on the main campus of UVU that are available for student use. Information on each of the labs can be found by visiting their pages:

- **Computer Loft** (SC 215)
- **Information Commons** (LA 003V)
- **West Campus** (National Guard Building NG 107)
- **Fishbowl Lab** (SC 116)
- **Wasatch Campus** (WC 206)
## APPENDIX A

### UTAH VALLEY UNIVERSITY

**School of Education**  
Master of Education Project Rubric

### COMPOSITION

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met</th>
<th>Partially Met</th>
<th>Met</th>
</tr>
</thead>
</table>
| **Structure** | Some required elements may be missing or rudimentary  
- No transitions are apparent between sections  
- Headings are not used, or not used correctly  
- Applies APA style incorrectly | - All required elements are present  
- Some transitions are apparent between sections, but they may be sporadic and/or unclear  
- Headings are usually used correctly  
- Uses APA style | - All required elements are compellingly and coherently presented  
- Transitions help connect sections smoothly and seamlessly  
- Headings are correctly and effectively used to orient the reader  
- Consistently uses APA style |
| **Writing** | - Writing is unfocused, rambling, and/or poorly organized  
- Contains many errors in grammar, spelling, and/or punctuation  
- Sentence structure makes the writing unclear and/or ambiguous  
- Uses inappropriate language to describe racial and ethnic identities, sexual orientation, or disabilities | - Writing is well-organized, but some sections may lack focus  
- Contains few errors in grammar, spelling, and/or punctuation  
- Sentence structure may make some passages in the writing unclear or ambiguous  
- Uses appropriate language to describe racial and ethnic identities, sexual orientation, and disabilities | - Writing is clear, focused, concise, and well-organized  
- Contains no or very few errors in grammar, spelling, and/or punctuation  
- Careful construction of sentences serves to reduce ambiguity and facilitate communication  
- Uses language respectful of racial and ethnic identities, sexual orientation, and disabilities. |

### CONTENT

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met</th>
<th>Partially Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Originality</strong></td>
<td>- Examines questions that are unoriginal, uninteresting, and/or unimportant</td>
<td>- Examines questions that are the next logical step in research or creative pedagogy</td>
<td>- Asks interesting new questions or reexamines important</td>
</tr>
</tbody>
</table>
### FRAMEWORK AND DESIGN

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met</th>
<th>Partially Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory</strong></td>
<td>- Theory is missing, or is minimally or inappropriately applied</td>
<td>- Selects and applies appropriate theory</td>
<td>- Selects and applies a sophisticated theoretical framework</td>
</tr>
<tr>
<td><strong>Research/Project Design</strong></td>
<td>- Describes inappropriate or flawed methods or tools, or fails to describe creative processes - Uses inappropriate or flawed data sources or incomplete creative processes - Makes no attempt to connect research questions to research methods and tools, or fails to describe appropriate research methods and tools, or describes creative processes - Appropriate data sources or creative processes are used - Attempts to connect research questions to research methods and tools, or describes how a creative project addresses the problem</td>
<td>- Clearly describes rigorous and sophisticated research methods and tools, or clearly outlines innovative creative processes - Uses multiple data sources or creative inputs - Makes clear connections between research questions and research methods and tools, or fails to describe appropriate research methods and tools, or describes creative processes - Appropriate data sources or creative processes are used - Attempts to connect research questions to research methods and tools, or describes how a creative project addresses the problem</td>
<td>- Clearly describes rigorous and sophisticated research methods and tools, or clearly outlines innovative creative processes - Uses multiple data sources or creative inputs - Makes clear connections between research questions and research methods and tools, or fails to describe appropriate research methods and tools, or describes creative processes - Appropriate data sources or creative processes are used - Attempts to connect research questions to research methods and tools, or describes how a creative project addresses the problem</td>
</tr>
</tbody>
</table>

| Literature                   | - Displays a narrow understanding of the field - Fails to make connections between the literature and the project content - Reviews, but does not evaluate literature - Does not select literature from reputable sources and/or misses relevant literature | - Displays an adequate understanding of relevant literature - Exhibits an adequate understanding of the material; makes some connections between the literature and the project content - Reviews relevant literature from reputable sources | - Displays a deep understanding of an extensive amount of sophisticated literature - Exhibits a command over the material; makes meaningful connections between the literature and the project content - Critically evaluates relevant literature from reputable sources |

| Rationale or Justification  | - Exhibits trivial or unoriginal thinking - Fails to justify point of view - Arguments are unimaginative, inconsistent, and/or unconvincing - Bias is unacknowledged | - Exhibits independent thinking - Adopts a justifiable point of view - Arguments are coherent - Bias is acknowledged | - Exhibits mature, independent thinking - Adopts a strong, consistent, and justifiable point of view - Arguments are focused, logical, rigorous and sustained - Bias is openly acknowledged |
describes how a creative project addresses the problem

clearly describes how a creative project addresses the problem

### DISCUSSION AND REFLECTION

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met 1-4</th>
<th>Partially Met 5-8</th>
<th>Met 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis</strong></td>
<td>- Inaccurately or incompletely represents data and fails to clearly communicate results, or fails to describe the real or intended implementation of a creative project</td>
<td>- Represents data and communicates results of research, or describes the real or intended implementation of a creative project</td>
<td>Clearly and accurately represents data and communicates results of research, or clearly describes the real or intended implementation of a creative project</td>
</tr>
</tbody>
</table>
| **Results, Recommendations, Product** | - Makes no connections between research questions and data analysis, or fails to describe how creative project addresses the problem  
- Results are predictable and obvious, or stated results are not well-supported by the data  
- Poses no new questions or recommendations for future work in the field  
- Recommendations are not clearly related to the discussion of results | - Makes some connections between research questions and data analysis, or describes how creative project addresses the problem  
- Results are solid, but expected  
- Poses new questions relevant to the work  
- Recommendations are appropriate to discussion of results | - Makes clear and meaningful connections between research questions and data analysis, or clearly describes how creative project addresses the problem  
- Results or product have potential to make a significant impact on the concerned population  
- Explores interesting issues and poses new questions relevant to the work  
- Recommendations are insightful and appropriate to discussion of results |
| **Contribution**              | - Makes an insignificant contribution to the literature or to the efforts of professional educators | - Makes a modest contribution to the literature or to the efforts of professional educators | - Of sufficient quality to be published in a peer-reviewed journal or to be adopted by professional educators to solve a problem  
- Has the potential to change the way people think about the problem |
APPENDIX B

BACB Criteria

Thank you for agreeing to function as a supervisor for a student(s) in the Utah Valley University Master of Education in Applied Behavior Analysis! This course is designed to provide students with structured opportunities to engage in behavior analytic practices related to people with Autism Spectrum Disorder (ASD) and related disabilities, in preparation for future clinical practice. This manual is meant to help guide supervisors through the semester. It is required that the supervisee spend 20 hours each week engaging in appropriate practicum activities as defined by the Behavior Analyst Certification Board (BACB). The students will be learning about evidence-based intervention and strategies and will be asked to demonstrate these during their practicum.

Supervisor Responsibilities

Utah Valley University’s 30 credit, face-to-face graduate degree will prepare students to become practitioners of Applied Behavior Analysis (ABA) and to work with individuals with Autism Spectrum Disorder and other neurodevelopmental disabilities. This graduate program includes 8 courses (24 credits of course work and 6 credits (4 semesters) of approved Practicum Experience (minimum of 1000 hours). The Behavior Analyst Certification Board, Inc. has approved the practicum courses provided by UVU toward the experience requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants may need to meet additional requirements to qualify.

During the practicum, the supervisor’s responsibilities include observing individual supervisees implementing behavior analytic procedures, guiding supervisees through professional interactions with laypersons (e.g., parents) and others that may be unfamiliar with ASD or ABA, support assessment practice, and correcting both practice and knowledge errors.

NOTE: You must have completed your 8-hour training and the supervision module on the BACB web site prior to starting supervision with UVU students.

The practicum courses that provide the students with group supervision hours will occur on campus at UVU and are known as the Master’s Project courses. These will occur simultaneously with the site supervision the students receive. The purpose of the experience hours in the Applied Behavior Analysis emphasis at UVU is to meet the practicum course requirements for the BACB. The practicum will provide our students with opportunities to implement behavior analytic procedures and activities. Students should only engage in activities that can be
considered behavior analytic. For example, if a student is delivering a Direct Instruction (DI) lesson those hours may be counted for the course. If they are engaged in sessions using unestablished interventions (i.e. DIR/Floortime, Fast ForWord, etc.) those hours cannot be counted and we will reconsider the fit of your program for our practicums.

Below is a list of specific supervisor responsibilities for this course:

1. Review and sign documentation (i.e., weekly hour logs) of performance on specific procedures.
2. Complete a student evaluation at midterm and at the end of the term. Confidential evaluation forms will be given to you by your supervisee along with their instructor’s email address and a due date. Supervisors will submit evaluations directly to the instructor to describe the technical competence of your supervisee.
3. Discuss current (and past) research with your supervisee in relation to ongoing clinical problems or specific cases.
4. Ensure the supervisee is engaged in practices consistent with the standards outlined by the BACB.
5. Model appropriate client interactions and uphold the ethical standards for the Behavior Analyst Certification Board (Behavior Analysts), Council for Exceptional Children (CEC), or other professional body related to your discipline.
6. Meet with UVU instructor/supervisor periodically to review candidate performance.

Appropriate Activities and Settings

Although a number of theoretical standpoints exist related to intervention for individuals with disabilities (including autism), students in the Utah Valley University Master of Education, Applied Behavior Analysis program are required to practice activities that are behavior analytic in nature.

The BACB standards on appropriate settings and activities are outlined below:

- Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment);
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs;
- Overseeing the implementation of behavior-analytic programs by others;
- Training, designing behavioral systems, and performance management;
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analytic program, researching the literature related to the program, and talking to individuals about the program;
- Provide both direct and indirect opportunities—please see the BABC website for details. (According to the BACB, NO MORE than 50% of the hours may be spent on direct intervention with clients.)
Examples of activities that will not count as experience include: attending meetings with little or no behavior-analytic content; providing interventions that are not based in behavior analysis; performing non-behavioral administrative activities; and completing non-behavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

If at any point you become concerned that these guidelines cannot be met, you should contact the practicum coordinator and course instructor for your supervisee.

All BCBAs Site Supervisors who are supervising our students must have completed the required **8 hour training and the supervision module** on the BACB web site. BCBA supervisors must maintain BCBA certification during supervision.

Students may be employed during their internships by the agency/school, but it is not required. The intent is for students to spend two semesters at the same internship and then switch to a different setting for their final two semesters so that they get a broad experience. A semester is 16 weeks long. Students will be completing internships during the Fall, Spring and Summer semesters.

**Feedback Forms**
At any point during the semester, a UVU instructor may contact you to gain feedback pertaining to your supervisee. This information is for course-related purposes only, and will not be disclosed unless there is a serious problem (e.g., abuse, attendance issues, conflicting hour logs, etc.) at the practicum site. We encourage you to be very honest with your assessment of your supervisee, and recognize that everyone has areas in which they can improve. Our intention is to gauge where your supervisee is in their content knowledge, and implementation so we can provide support where needed.

**Compensation**
Utah Valley University will provide the agency/supervisor a stipend of $600 per student/per semester. To receive this compensation, an independent contractor form must be completed and returned to Utah Valley University. Agencies/schools may coordinate compensation with employed supervisors at their discretion.

**Frequently Asked Questions (FAQ)**
During the semester, students and supervisors may have a number of questions related to the supervision period. Many of the activities may overlap with experience the student has already gained through previous/ongoing supervision or their daily work. Although a number of items may already be “known,” it is important to provide documentation of student proficiency to ensure that Utah Valley University is conferring a degree to an individual that is ready for clinical practice.

Below are some additional questions that may arise. Please note that this is not an exhaustive list. For any additional questions related to supervision, please contact the lead instructor or refer to the [BACB](https://bacb.com) website first to make sure the answers are not already covered. For course-related questions that are not covered below, please contact either the lead instructor or the practicum coordinator.

**Practicum FAQ:**
1. If my supervisee works more than 30 hours a week, can they claim that number and use the “extra” hours another time?
No, according to the BACB and guidelines for this particular course, students need to accumulate 20 hours of experience per week. Please do not turn in hour logs with more than 20 hours. Students are only being supervised for 20 hours per week.

“Make up” hours are not allowed in this course, and coursework should be completed in the week in which it is assigned. Our intention is for students to thoughtfully complete the requirements, not race to the finish.

2. How many hours of supervision should I provide per week?
Students will receive group supervision during their course on campus. You are required to provide 45 minutes of individual supervision for each week they are counting hours for their practicum.

If at any point you are ill and cannot sign required documentation, please make sure your supervisee contacts their practicum coordinator. We may request an email from you stating that you were ill.

3. Why is the course so restrictive? Why can’t the supervisor/BCBA dictate what the supervisee does for the entire course?
While we trust that all BCBA credential holders, and other professionals, follow the ethical standards laid out by the BCBA or other organizations, as a degree conferring institution we must ensure that some objective record of student performance is gathered. The items that are contained in the course are meant to help us track your supervisee’s proficiency with behavioral principles.

4. I will be going on vacation, and unable to supervise my student, can I just double up on supervision so they do not get behind?
No, if you are leaving for vacation, extended leave, conference, etc. your supervisee should set up alternative arrangements with someone they already have a supervisory contract with to ensure they acquire appropriate supervision. We have built in some extra hours to account for occasional missed supervision.

5. Do I need to take the supervisor training for my supervisee’s hours to count towards their fieldwork requirement?
YES! The requirements for qualifying as a supervisor are posted on the BACB site. Please review those requirements prior to starting supervision. Your supervisee has been encouraged to do so as well, but as a BCBA you should also be familiar with the changes the board has made.

In the UVU program, we respect your right to conduct your practice as you see fit, but our program is rooted in the principles of behavior analysis. This is the framework that guides our courses. Although we respect your rights as an independent practitioner, we must conduct our program in a manner that is consistent with the framework of our program. We must request that our students follow this framework. If this cannot be accommodated, it may be necessary for a supervisee to find a different individual to provide supervision in this course.
6. I’m in a public school, and we have breaks where I am not able to provide supervision (e.g., Spring Break). What do we do?
This specific course is meant to rely heavily on “hands on” practice. It is the student’s responsibility to make sure this experience is carried through. Additionally, UVU courses (similar to other universities) abide by the UVU academic calendar, and not individual school system calendars. If a supervisee does not have access to learners during breaks, they can complete indirect hours if appropriate. We have built in some hours to account for holidays and breaks.

7. Can I have a supervisee sign site specific paperwork?
Yes, if you have paperwork specific to your site as part of the onboarding process candidates may be asked to sign these in addition to university documents.

8. Multiple supervisors?
The BACB encourages that each supervisee have more than one supervisor and/or practicum setting to enhance the breath and scope of their clinical experience.

Contact Information
Your supervisee should be aware of all necessary contacts related to their practicum placement. If they are unaware, please direct them to the course syllabus. For your reference, a list of contacts is provided below. If you have concerns or student-related problems during the semester, please contact the practicum coordinator and we will proceed from that point.

Jane Carlson, Ph.D., BCBA-D is the approved coordinator for the BCBA courses and can be reached at Jane.Carlson@uvu.edu or (801) 863-5908

For general questions about the Master’s in Education, please contact Mary Sowder at Mary.Sowder@uvu.edu or (801) 863-6723.
Utah Valley University
Autism Studies BCBA
BACB Approved Course Sequence Provider

Supervisees seeking their BCBA experience hours through Utah Valley University must complete 1000 hours of Supervised Intensive BCBA Practicum in behavior analysis and be supervised once a week for a total of 75 of their hours (e.g., 20 practicum hours = 1.5 hours of supervision per week). Only half of your supervision hours may be group supervision, the rest must be individual supervision hours. Supervision hours can be counted towards the total number of Practicum hours. Supervision will be conducted live, or via video recording or videoconferencing if the supervisor can’t be present and arrangements are made in advance.

This agreement defines a relationship of supervision between:
___________________________________ and  ____________________________
(supervisee’s printed name)      (supervisor’s printed name)

Certification Being Sought: ___________________________

Amount of Supervised Experience Required: ___________________________

Amount of Supervision Required: ___________________________

Supervisor’s Qualifications: ___________________________

SUPERVISOR QUALIFICATIONS: During the experience period, the supervisor must be a Board Certified Behavior Analyst or a Board Certified Behavior Analyst-Doctoral in good standing, or an Approved Course Sequence Provider as outlined by the BACB. The supervisor may not be the applicant's relative, subordinate, or employee during the experience period. The supervisor will not be considered an employee of the applicant if the only compensation received by the supervisor from the applicant consists of payment for supervision.

SUPERVISEE REQUIREMENTS: The supervisor and supervisee agree to adhere to the BACB Guidelines for Responsible Conduct for the supervisory period. Supervisees will address the following content while in supervision: Ethical Considerations, Definitions and Characteristics, Principles/Processes/Concepts, Behavioral Assessment, Experimental Evaluation of Interventions, Measurement of Behavior, Displaying and Interpreting Behavioral Data, Selecting Intervention Outcomes and Strategies, Behavioral Change Procedures, and Systems Support.

As outlined on the BACB website (www.bacb.com) appropriate experience activities include:

1. Conducting assessment activities related to the need for behavioral interventions,
2. Designing, implementing, and monitoring behavior analysis programs for clients,
3. Overseeing the implementation of behavior analysis programs by others,
4. Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the
program and any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. Examples of activities that are not appropriate as experience activities include: attending meetings with little or no behavior analytic content, providing interventions that are not based in behavior analysis, doing non-behavior analytic administrative activities, or any other activities that are not directly related to behavior analysis.

ADDITIONAL CONSIDERATIONS

• Supervisees must obtain written consent from their clients for supervision to take place.
• Supervisees must work with multiple clients during the experience period.
• Supervisees may not be related to the client or the client’s primary caretaker.
• Supervisees must have started the coursework requirements required to meet the BACB coursework requirements before supervision can commence.
• Supervisees must agree to and sign the supervision contract provided before supervision can commence.
• This contract is to establish a supervisor-supervisee relationship between the parties named above. Should either party not adhere to their responsibilities, either party may terminate this contract upon written notice, immediately.

DOCUMENTATION OF SUPERVISION: Supervisees are responsible for providing documentation for each supervisory period on a feedback form. The feedback form will require documentation of number of hours of experience, number of supervised hours, feedback on the applicant’s performance, the supervisor for each supervisory period, and signatures of the applicant and supervisor. The supervisor must review the completed feedback forms with the applicant and provide a copy for the applicant each supervisory period. The supervisor and the applicant are responsible for retaining their copies of the forms (in the event of a disagreement regarding experience, the BACB will need documentation from each party). The BACB reserves the right to request this documentation at any time following an individual’s application to take the certification exam. In addition, the supervisor will be required to verify the applicant’s supervision on the Experience Verification Form that is provided within the application for examination.

SUPERVISION FEES: BCBA Supervision will be provided as part of UVU’s approved experience sequence while students are enrolled at UVU. Students who are not enrolled at UVU are no longer eligible for the Intensive Practicum option through UVU. Provided both parties have adhered to the terms of this contract, the candidate will be provided with a completed Experience Verification Form provided by the supervisor at the conclusion of supervision. After submission of this form, the supervisee can apply to sit for the examination. I hereby agree to the terms and conditions of this contract.

☐ I have completed the BACB online supervisory two-hour training via Gateway.

______________________________  ____________________
Supervisee Signature                  Date

______________________________  ____________________
Supervisor Signature                  Date
Site Agreement

This UVU Site Internship Agreement is made and entered into as of ________________, and is between ____________________ (Site), and _______________________ (Supervisee) for behavior analytic services and experience conducted at the identified site above.

**Site Duties and Responsibility:**

1. Site will provide _________ hours to the supervisee per week.
2. Site will provide a direct contact for site supervisor for the intern to contact in need of consultation, questions or clarification. That individual is identified as ______________.
3. Site will ensure that someone is on staff for the intern to contact in case of immediate need or emergency that will be on site.
4. Site will adhere to the ethical standards set by the licensing board of those who are licensed on site (e.g., LCSW, BCBA, CMHC).
5. Site will provide regular staff/multi-disciplinary meetings which the intern will attend to discuss cases and possible interventions/approaches that clients may need.
6. Identified site supervisor will sign off on hours accumulated for the week.
7. Appropriate student activities:

The student’s primary focus should be on learning new behavior analytic skills related to the BACB Fourth Edition Task List. Appropriate experience activities include:

1. Conducting assessment activities related to developing behavioral interventions, including skill acquisition
2. Designing, implementing, and monitoring behavior analysis programs for clients,
3. Overseeing/training the implementation of behavior analysis programs by others,
4. Completing other activities that are directly related to behavior analysis such as: attending planning meetings IF THEY INCLUDE THE REVIEW OF CLIENT DATA, researching the literature related to intervention choices, data analysis, development of instructional programs, providing training activities for supervisees.

Examples of activities that are not appropriate as experience activities include: attending meetings with little or no behavior analytic content (including annual reviews in which summaries are being shared but there is no observation or behavior analytic problem solving), providing interventions that are not behavior analytic, administrative activities, or any other activities that are not directly related to behavior analysis. For more information see the BACB website.

**Supervisee Duties and Responsibility:**

1. Uphold and adhere to the Behavior Analytic Certification Board Guidelines for Responsible Conduct.
2. Come prepared to staff meetings to discuss specific client cases. This includes notes on observations, ideas, given data collected and Ideas on evidenced based practice approaches that would potentially effective for treatment.

3. Discuss concern or errors as they arise with their site supervisor and their UVU supervisor.

4. Respond appropriately to site supervisor feedback.

5. Maintain professional interactions, language and dress attire based upon site standards.

Understanding:

It is understood that the supervisee will be discussing specific clients and their given behavioral concerns with their BCBA supervisor at Utah Valley University and that the contract between UVU and the Site acts as a release of information for those clients the supervisee may be working with to be discussed with their direct university supervisor as a means of providing the site, the supervisee and the individual served the best possible service. By signing below, you agree that cases will be discussed between supervisors and supervisees.

Site Supervisor _________________________ Date _________________________
Supervisee ____________________________ Date _________________________
HONORARIUM FOR ABA SUPERVISORS
(INDEPENDENT CONTRACTOR REQUEST FOR PAYMENT)

Full Legal Name (as it appears on Social Security Card) ________________________________

Street Address _________________________________________________________________

City_______________________________   State________ Zip__________________________

Phone Number_______________________  Email Address _____________________________

_Dates of service for this payment_

Start Date____________________________ End Date ________________________________

Student Name(s):_______________________________________________________________

For services provided to Utah Valley University in the amount of: $_______________________

Before services are performed, the department has reviewed and answered the Classification
Criteria on the second page of this form. The majority of the responses support independent
contractor status and any “yes” answers are adequately explained. Department supervisor
certifies that the services shown above were satisfactorily performed, that the charge is fair and
reasonable and that funds are available for payment from the index as shown below.

EMPLOYEE VERSUS INDEPENDENT CONTRACTOR
CLASSIFICATION CRITERIA

An independent contractor is an individual (or non-corporate business entity) that provides
personal services to the University in such a manner as to be free from University control over
performance. Typically, the independent contractor has a principal place of business other than
the University, has a business license, and offers services to the general public. External
consultants are independent contractors who provide professional advice.

The following is some of the criteria used by the Internal Revenue Service to classify individuals
as either independent contractors or employees. Please answer all of the following questions by
circling either Yes or No.

_A YES answer to ANY of the questions must be fully explained._

_Is the proposed independent contractor presently or formerly affiliated with UVU? (as an
employee, student, or independent contractor)?_
Is the proposed independent contractor an employee at another organization?
Yes, explain: ____________________________________________
No

Are the services to be provided comparable to those performed by other UVU employees?
Yes, explain: ____________________________________________
No

Will the contractor supervise any UVU employees?
Yes, explain: ____________________________________________
No

Will the contractor receive detailed supervision by any UVU employees?
Yes, explain: ____________________________________________
No

Will the contractor be assigned UVU office space and/or require UVU administrative services?
Yes, explain: ____________________________________________
No

Will additional services of this contractor be required after completion of this contract?
Yes, explain: ____________________________________________
No
BACB® Experience Supervision Form (Rev 1.2017)

Supervisee:____________________________________________________________________

Supervisor(s):________________________________________________________________

This document covers the supervisory period from ____/____/____ to ____/____/____

Supervisory Meetings Dates and Durations:

1. Sup Init: ______ Date: / / Duration: ______ □ Individual □ Group
2. Sup Init: ______ Date: / / Duration: ______ □ Individual □ Group
3. Sup Init: ______ Date: / / Duration: ______ □ Individual □ Group

Type of Experience (check one):
___ Supervised Independent Fieldwork __ Practicum __ Intensive Practicum

Experience Hours Accumulated During This Supervisory Period (complete all four lines)
A) Number of independent experience hours accumulated (excluding time with supervisor): ______
B) Number of individual supervision hours accumulated: ______
C) Number of small-group supervision hours accumulated: ______
D) Total experience hours accumulated (add lines A through C): ______

Of the hours listed above, state the number spent in direct implementation of behavioral programs ______

Characteristics of Supervision Conducted During This Supervisory Period (check all that apply)
___ BACB Task List skills covered (list Task numbers):
___ Readings:
___ Specific client(s) discussed
___ Observation of supervisee (video)
___ Client privacy protected
___ Supervisor discussion & feedback (in person)
___ Observation of supervisee (in-person)
___ Supervisor discussion & feedback (remote)

Evaluation of Supervisee Performance:

S – satisfactory  NI - needs improvement  U - unsatisfactory  N/A – not applicable

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Supervisor 1</th>
<th>Supervisor 2</th>
<th>Supervisor 3</th>
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<tbody>
<tr>
<td>Arrives on time for supervision</td>
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<tr>
<td>Maintains professional and courteous interactions with:</td>
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<td>Clients/consumers</td>
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<td>Other service providers</td>
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<tr>
<td>Coworkers</td>
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<td>Maintains appropriate attire &amp; demeanor</td>
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<td>Initiates professional self-improvement</td>
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<td>Accepts supervisory feedback appropriately</td>
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<td>Seeks supervision appropriately</td>
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<td>Timely submission of written reports</td>
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<td>Communicates effectively:</td>
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<td>Written</td>
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<td>Oral</td>
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<td>Demonstrates appropriate sensitivity to nonbehavioral providers</td>
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<tr>
<td>Supervisee self-detects personal limitations</td>
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<tr>
<td>Supervisee self-detects professional limitations</td>
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<tr>
<td>Acquisition of target behavior-analytic skills</td>
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</table>

| Overall evaluation of supervisee performance this period |

| 1. Supervisor signature: ____________________________    Date: _____________ |
| 2. Supervisor signature: ____________________________    Date: _____________ |
| 3. Supervisor signature: ____________________________    Date: _____________ |

TO BE COMPLETED EACH SUPERVISORY PERIOD – BACKDATED FORMS ARE NOT ACCEPTABLE. DO NOT SUBMIT THIS FORM TO THE BACB WITH EXAM APPLICATION. SUPERVISOR AND SUPERVISEE MUST EACH RETAIN A COPY FOR AT LEAST 7 YEARS FROM THE DATE OF THE LAST SUPERVISION MEETING.

EDUC 6200: Master’s Project
EDUC 6910: Project 1
EDUC 6920: Project 2
EDUC 6930: Project 3

<table>
<thead>
<tr>
<th>Instructor</th>
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<tbody>
<tr>
<td>Phone</td>
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<td>Hours</td>
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<td>Office</td>
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Required Text(s)

Behavior Development Solutions CBA Learning Module Series V8.0, available here.

Other Helpful Materials

GENERAL DESCRIPTION AND COURSE OBJECTIVES

The primary purposes of these courses are to ensure that each student learns and applies clinical skills to address problem behaviors of social importance and to teach pro-social, adaptive behaviors. This includes development and achievement of goals in the following areas:

1. Developing data collection systems
2. Conducting preference assessments
3. Conducting Functional Assessments and/or other Behavioral Assessments
4. Conducting Functional Analyses
5. Developing Behavior Support Plans
6. Developing task analyses and skill acquisition plans
7. Presenting Behavior Support Plans for approval at Local Review Committees, or other recommended review committees as appropriate for the designated setting)
8. Implementing Behavior Support Plans and applicable skill acquisition programs (including training with support persons)
9. Monitoring behavior support plans and skill acquisition programs including collection of Interobserver Agreement (IOA) and Procedural Integrity data
10. Graphing data at least weekly and reviewing graphed data with team members involved in the person’s support
11. Modifying Behavior Support Plans as needed based on data
12. Documenting Interobserver Agreement data for dependent and independent variables
13. Programming for maintenance and generalization
14. Developing plans that incorporate social validity
15. Conducting research projects as applicable

COURSE POLICIES

Students with Disabilities
If you have any disability that may affect your ability to successfully complete this course, please let us know as soon as possible. You will also need to contact the Accessibility Services Department (room BU 156), the people who will work with us to coordinate services to provide
you access to course requirements. Academic accommodations are granted for all students who have qualified, documented disabilities.

**Academic Integrity**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. Students are expected to complete course assignments in a manner that is consistent with the ethical standards of the Utah Valley University and the School of Education. You are expected to do your own work on assignments and examinations unless they are designed as collaborative efforts. All course assignments and assessments, whether completed individually or collaboratively, should be generated from your own learning. Your work should not be copied from other students, Internet sites, or published materials. If you draw heavily from a particular source of information for any assignment, that source should be credited and cited in your assignment.

**IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN ANY FORM OF ACADEMIC MISCONDUCT IN THE COMPLETION OF AN ASSIGNMENT OR ASSESSMENT FOR THIS COURSE, YOU WILL RECEIVE A GRADE OF “0” FOR THAT WORK, AND YOUR FINAL GRADE FOR THE COURSE WILL BE SIGNIFICANTLY AFFECTED. IF IT IS DISCOVERED THAT YOU HAVE BEEN INVOLVED IN AN ACT OF ACADEMIC MISCONDUCT ON MORE THAN ONE OCCASION, YOU WILL BE DROPPED FROM THE SCHOOL OF EDUCATION’S MASTER’S PROGRAM.**

The University requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. **YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action.**

This course upholds the Students’ Rights and Responsibilities Code, Section VII-D, “ACADEMIC RESPONSIBILITIES.”

**Late Assignments**

If you anticipate any difficulty in completing an assignment, you should let us know as soon as you can. Late assignments will be accepted only within the week after the due date (for example, an assignment due on June 12 can be submitted by June 19 with the corresponding penalty). Late assignments will only be accepted if: (a) you have communicated with me on or before the due date about why you are unable to complete the work on time, and (b) the reason that your work will be late is professionally valid. No assignments will be accepted after the last class day of the semester.

**Revised Assignments**

If you decided to revise and resubmit an assignment for a better grade, you may do so. However, you must submit the revision within a week of receiving your graded work. If you do not resubmit the assignment within that week, your original grade will be figured into your average points for the course.
Writing Skills
Each student must demonstrate proficiency in the use of the English language in all work submitted for this course. Grammatical errors, spelling errors, and writing that does not express ideas clearly will affect your grade. The UVU Writing Center (second floor in the Library) will provide remedial help concerning writing problems that you might have.

Professionalism
Attendance at all class sessions is required. You are expected to come to each class session on time, actively participate in each class, and behave in a manner consistent with professional standards.

Plagiarism Tutorial/Quiz
You will complete an online tutorial and quiz on how to avoid plagiarism.

Readings
These assignments are designed to help you make some meaningful connections between ABA theory and practice. It is expected that all required reading will be thoughtfully completed prior to class. You should bring a copy of your textbook and/or assigned articles with you to class and be prepared to discuss important points and questions drawn from the each of the readings. Readings will be graded in conjunction with other assignments.

COURSE REQUIREMENTS:

EXPERIENCE TRAINING MODULE
All supervisees must pass an online, competency-based training module on BACB experience standards. The module is available via the BACB Gateway. Supervisors must also meet all supervisor qualifications, including training requirements, prior to the onset of experience. Any experience hours will not be acceptable if the supervisees has not yet passed this module.

1. Weekly Seminar: Weekly Seminar is scheduled once a week to provide group supervision to supervisees, and as such may not account for more than 50% of the total supervision time (1 hour per week). During seminar, supervisees actively participate in discussions of required readings, share data, discuss problems that may be occurring at the practicum site, and present a case study from their practicum. Supervisees are expected to use both behavior analytic terminology as well as more common, lay language used by non-behavior analytic professionals.

2. PRACTICUM (1000 hours BCBA): To qualify under this standard at the BCBA level, supervisees must complete, with a passing grade, 1000 hours of Practicum in behavior analysis within a university practicum program approved by the BACB and taken for graduate academic credit. A supervisory period is one week. In order to count experience hours within any given supervisory period, supervisees must be supervised at least once during that period for no less than 7.5% of the total hours spent in Practicum. For example, 20 hours of experience would include at least 1.5 supervised hours.

APPROPRIATE ACTIVITIES
The supervisee’s primary focus should be acquiring new behavior-analytic skills related to the
BACB Fourth Edition Task List as appropriate. Activities must be consistent with the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article “Some Current Dimensions of Applied Behavior Analysis” published in the *Journal of Applied Behavior Analysis*. The supervisor will determine if experience activities qualify based on these sources:

- Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment)
- Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs
- Overseeing the implementation of behavior-analytic programs by others
- Training, designing behavioral systems, and performance management
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analytic program, researching the literature related to the program, and talking to individuals about the program.

Direct implementation of behavioral programs may not count for more than 50% of the total accrued experience hours. Direct implementation does not refer to all time spent working with clients. Rather, it refers to time spent delivering therapeutic and instructional procedures. Activities that are not considered direct implementation include designing behavioral programs, naturalistic observation, staff and caregiver training, researching the literature related to the program, and conducting assessments related to the need for behavioral intervention.

Examples of activities that will not count as experience include: attending meetings with little or no behavior-analytic content; providing interventions that are not based in behavior analysis; performing non-behavioral administrative activities; and completing non-behavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

**APPROPRIATE CLIENTS**
Clients may be any persons for whom behavior-analytic services are appropriate. However, the supervisee may not be related to the client or the client’s primary caretaker or be the client’s primary caretaker. Supervisees must work with multiple clients during the experience period.

**Required Forms**
You are required to document each supervision meeting. The BACB Fieldwork and Practicum Experience Supervision Form should be filled out after each supervision meeting and signed by the supervisor (Onsite Supervisor for independent supervision and UVU Practicum Coordinator for group supervision). Additionally, a Monthly Summary Report is required once a month at the first weekly seminar of the month.

1. **Performance Portfolio:** A performance portfolio will be developed in which supervisees will collect samples of their work that demonstrate various skills that are mastered through supervision and will also contain all of the required supervision forms.
2. **Final Evaluation**: Students will conduct a self-evaluation using the ABA Intensive Practicum Performance Evaluation. You will then be required to meet with the UVU Practicum Coordinator to discuss your performance and future goals.

**Evaluation**

Grades may be earned as follows.

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<th>Grade</th>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>88-89</td>
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<td>B-</td>
<td>80-82</td>
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<th>Course Requirements</th>
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<td>Performance Portfolio</td>
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<td>Final Evaluation</td>
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<td>Practicum Hours</td>
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**TENTATIVE CLASS SCHEDULE**

*Note: It is unlikely that course changes will occur, but the instructor reserves the right to make changes, deletions, or additions at any time in an effort to meet the learning needs of students.*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Content</th>
<th>Assignment Due</th>
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<tr>
<td></td>
<td>BACB Fourth Task List</td>
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<td>Current issues in the news</td>
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<td>Conference Topics</td>
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For more information about UVU’s School of Education Graduate Studies, please contact:

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Director of Graduate Studies
School of Education
(801) 863-6723
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For more information about UVU’s ABA Program, please contact:

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